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ABSTRACT

An assessment study was conducted to compile a comprehensive view of the training needs of child care workers in eastern upstate New York. A Needs Assessment Questionnaire was distributed to 539 child care workers, and 65% were returned. The questionnaires concerned demographic, specific job-related, and training-related information. In addition, interviews were conducted with 92 child care workers from 17 agencies, 34 agency administrators and 21 clinical staff. Interview questions focused on role and task definitions, problems, training needs, and current in-service training. Results include the following: 91% of the respondents expressed interest in additional training and 89% saw a need for a training program in the area: 63% said they would prefer college-credit training. Topics given high priority were human development and behavior disorders, confrontation, discipline and control, the team approach, group skills, and separation. Special needs frequently mentioned concerned the changing role of women and minority group children and families.

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A report on the training needs of child care workers in seventeen agencies in the SUNYA catchment area

Child Care Training Needs Assessment

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Continuing Education Project
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Contents

	Page
Study Objectives	1
Study Design	3
Findings	9
Conclusions	17
Appendixes	
1. Needs Assessment Questionnaire	21
2. Interview Content	27
3. Cross Tabulations	29
4. Comparison of Study with May 1976 Report of Child Care Workers Survey and Proposed Training Program by New York City Human Resources Administration	35
Tables	
1. Agencies and Number of CCWs Interviewed	5
2. Interviews Listed by Job Title	6
3. Child Care Worker Profile	8
4. Child Care Worker Training Profile	10
5. Interview Topics Common to at Least 3 out of 4 Categories	12

Study Objectives

This study was organized and conducted by the Child Care Training Project in order to assess training needs and desires in the child care field. The Child Care Project is a part of the Continuing Education Project of the School of Social Welfare, State University of New York at Albany. The project is funded by a Title XX grant, through a contractual agreement between the University and the New York State Department of Social Services.

The goal of the project is to disseminate the concepts of "permanency" throughout the child care system and to help ensure quality child care services to children requiring intensive residential care. To achieve these goals, the project has set up a series of Child Care Training Workshops. Those eligible for program participation are the direct service child care staff in eastern upstate New York child care agencies that have entered into purchase of service agreements with local social services districts. The target population includes 17 child care agencies with approximately 550 child care workers. In the period December 1976 to May 1977, the project conducted four Child Care Conferences, training a total of 108 child care workers.

This study is an in-depth needs assessment, giving direction to the project following its pilot project year. It includes input from child care workers, supervisors, and administrators in the 17 agencies within our jurisdiction, as well as state and local officials and acknowledged experts in the field.

The needs assessment fulfills two primary goals:

1. It provides a profile of the child care worker in our training area: background, current job description, formal and non-credit academic training, etc.
2. It provides a comprehensive view of the child care worker's training needs, both from his or her point of view and from others in the field.

Overall, the project has gained from the needs assessment a demographic profile of our target population, the child care worker in provider agencies in northeastern New York, and a description of training needs to which the project can respond. Utilizing study results, the project will be able to enhance the knowledge, attitudes, and skills that child care workers need to care more effectively for the children in their agencies. The ultimate goal is developing in each child an ability to move away from institutionalization and back into the community in a permanent living situation.

Study Design

Two methods were used for data collection:

1. A questionnaire distributed to all direct service child care workers at the 17 agencies, and
2. Interviews with child care workers, supervisors, clinical staff, administrators and others in the field.

The Needs Assessment Questionnaire (see Appendix 1) is a four-page computerized form. Questionnaires were personally distributed to each agency. Data collected fall into several categories:

1. Demographic data - sex, age, education, etc.,
2. Specific job-related data - agency, type of facility worked in, type of children in agency, etc., and
3. Training-related questions - training experience, in-service training currently available, training methods desired, preference in training topics, etc.

The question "Which of the following topics would you like to receive training in?" has been left open-ended to accommodate the full range of child care workers' ideas. Cross tabulations examine relationships between certain types of child care workers and both desire for training and training topics. Forms were distributed to a total of 539 child care workers. Out of that number, 349 were returned for a response rate of 65 percent.

The interview portion of the needs assessment is seen as a vital part of the study. People often generate ideas and make contributions on a verbal level which would not appear within a written context. This type of

input is highly desirable and would be lost if the Needs Assessment Questionnaire were the sole data collecting instrument. Interviews were conducted at all 17 agencies (see Table 1). A proportional stratified sample with a minimum representation of three workers from each agency was used for the basic child care worker interviews, with larger agencies requiring proportionately more interviews. The sample ensured that various agency structures were represented (group homes, etc.) proportionately. A similar sampling method was used for child care supervisors ensuring a minimum representation of one from each agency. A total of 92 child care workers were interviewed (see Table 1).

An interview guideline was developed for use in interviews with child care workers and supervisors (see Appendix 2). Interviewing staff collected basic demographic information from each interviewee to ensure a sample reflective of the total child care worker population. Basic questions asked by interviewing staff focused on the child care worker's definitions of role and tasks, program goals, problems in meeting goals, training needs to help solve problems, and current in-service training.

In addition to child care workers and supervisors, project staff interviewed administrators and selected clinical staff in the agencies. A total of 34 agency administrators and 21 clinical staff were interviewed (see Table 2). The following were also included:

1. New York State Department of Social Services Child Care staff
2. County Department of Social Services Children's Services staff

Table 1

Agencies and Number of CCWs Interviewed

AGENCY	TOTAL CCW's / # CCW's INTERVIEWED			TOTAL RESIDENTIAL CCW's / # INTERVIEWED			TOTAL GROUP HOMES CCW's / # INTERVIEWED			CLINICAL STAFF INTERVIEWS	ADMIN. STAFF INTERVIEWS
	FT CCW	PT CCW	Superv.	FT CCW	PT CCW	Superv.	FT CCW	PT CCW	Superv.		
LaSalle	34/5	0	6/1	25/4	0	5/1	9/1	0	1/0	2	3
Parsons Child and Family Center	36/5	3/1	5/1	22/3	0	4/1	14/2	3/1	1/0	2	2
St. Anne's	46/7	1/1	7/1	44/7	0	6/1	2/0	1/1	1/0	2	2
St. Catherine's	27/3	5/1	6/1	22/2	5/1	4/1	5/1	0	2/0	1	3
St. Colman's	30/2	12/2	2/1	28/1	10/2	2/1	2/1	2/0	0	1	1
Vanderheyden Hall	27/3	5/0	5/1	18/2	1/0	4/1	9/1	4/0	1/0	2	4
Samaritan Shelters	11/3	2/1	3/1	7/2	0	2/1	4/1	2/1	1/0	1	1
St. Francis Home	9/4	0	1/1	8/3	0	1/1	0	0	0	1	1
Parkhurst	5/4	0	1/1	0	0	0	5/3	0	1/1	0	2
Children's Home Schenectady	13/6	1/0	3/1	13/4	1/1	3/1	0	0	0	1	1
Charlton School	14/3	1/0	1/1	14/3	1/0	4/1	0	0	0	1	1
House of Good Shepherd	45/6	0	9/1	28/4	0	4/0	17/0	0	5/1	1	1
Children's Home - Jefferson County	12/2	0	1/1	0	0	0	12/3	0	1/1	1	1
Berkshire Farm	62/7	0	11/2	62/7	0	11/2	0	0	0	1	2
Children's Home - Kingston	21/3	8/1	5/1	15/2	6/1	4/1	6/1	2/0	1/0	1	2
McQuade	15/2	3/0	3/0	11/2	0	2/0	6/0	3/0	1/0	1	2
Children's Home - Poughkeepsie	19/3	0	3/1	12/2	0	2/0	7/1	0	1/1	1	3
TOTALS	426/68	41/7	72/17	Total CCW's = 539 Total CCW Interviews = 92					Totals	20	32

Table 2

Interviews Listed by Job Title

Title	Number
CHILD CARE - 92 Interviewees	
Residential child care worker	61
Group Home child care worker	12
Unit child care supervisor	14
Group home child care supervisor	5
CLINICAL - 21 Interviewees	
Psychiatric social worker	1
Psychologist	3
Psychiatrist	2
Clinical services director	5
Social worker	10
ADMINISTRATIVE - 34 Interviewees	
Director of group home programs	6
Residential program director	3
Assistant residential director	4
Director of education	4
Director of child care	1
Director of training	2
Executive director	14
OTHER EXPERTS - 21 Interviewees	
NYS DSS	6
Albany County DSS	2
Schenectady County DSS	3
NYS COVOCA	1
Training and research	1
Albany County family court	1
Rensselaer County family court	1
Schenectady County family court	1
State Board of Social Welfare	1
Dutchess Community College	3
School of Social Welfare - SUNYA	1

3. Staff from the New York State Board of Social Welfare
4. Members of the Association of Child Care Workers
5. SUNYA faculty members
6. Family court judges
7. Acknowledged experts in the field of child care.

See Table 2 for complete list of interviewees.

Table 3

Child Care Worker Profile

Demographic Data

Sex	54% Male 46% Female	Age	75% 20-31 14% 31-40 4% 41-50 7% Over 50
Race	87% Caucasian 10% Black .3% Hispanic 0% Oriental 0% Indian	Median Age	26
		Education	69% College Graduate* 31% Non-college Graduate *2 or 4 year degree

Job Profile

Type Facility	74% Residential 19% Group Homes 7% Other	Title	79% CCW 20% Supervisory CCW
		Experience	25% 0-1 year 38% 1-3 years 37% Over 3 years
		2.3 Years = Average length of experience	

Type of Children Supervised		Number of Children Supervised	
30% PINS or JDs 14% Emotionally Disturbed 11% Shelter Care 43% Mixes		14% 1-5 35% 6-10 21% 11-16 28% More than 16	
Age Range of Children	17% 0-10 67% Over 10 15% All ages		

Duty Day	24% Work Days 7% Work Nights 16% Live-in 46% Mixed	89% Full Time Worker 10% Part Time Workers	

Salary	10% 0-$5,000 25% 5-$7,000 37% 7-$9,000 11% 9-$11,000 11% Over $11,000	50% say there is a career ladder in their agency 27% are Association members 13% are certified	

Findings

Demographic profile and job description

The following is an overview of child care direct service workers at the 17 agencies within the jurisdiction of the Training Project. Data utilized in constructing this profile were obtained from the 349 questionnaires responded to by direct line child care workers (CCWs). The profile includes demographic characteristics and job descriptions.

Our demographic profile of direct line child care workers in the project's ten county eastern New York area shows that 75 percent of the workers are between the ages of 20 and 30, 87 percent are white, 69 percent are college educated, and 54 percent are male. (See Table 3.)

An examination of job description data shows that 75 percent of CCWs responding to the questionnaire work in residential treatment facilities. Seventy-nine percent are child care workers, while 20 percent are supervisory child care personnel. The average worker has been in child care for 2.3 years, working with a mixture of children (including juvenile delinquents (JDs), persons in need of supervision (PINS) and emotionally disturbed individuals). Thirty percent of workers responding work strictly with PINS or JDs, 35 percent supervise 6-10 children, 28 percent supervise more than 16. Sixty-seven percent of the workers work with children over the age of 10. Eighty-four percent of child care staff are full time workers who work in a combination of day shifts and live-in situations. The salary range of these workers is low, with 72 percent earning $9,000 or less per year. A movement toward improving the salaries of child care workers is

Table 4

Child Care Worker Training Profile

Training After Formal Education		In-service Training at Agency	
23%	No	85%	Yes
20%	College Courses		
38%	External Workshops	Need for CCW Training Programs in area	
63%	In-service Workshops	89%	Yes
Interest in Additional Training		Type Training Preferred	
91%	Yes	63% College	22% Non-College
		5% Lecture	17% Non-Lecture
		67% Mixture	

	INTEREST IN TRAINING TOPICS - PERCENT CHECKING EACH CATEGORY	
	%	
1.	39	Human Development
2.	66	Behavior disorders
3.	50	Early loss, separation and placement
4.	24	Health needs of children
5.	24	Minority group children
6.	24	Minority group families
7.	18	Cottage routines
8.	44	Planning activities for children
9.	30	Developmental aspects of children's play
10.	44	Recreation resources
11.	44	Observing/recording behavior
12.	52	Group skills
13.	43	Child abuse law
14.	46	Role and function of the child care worker
15.	48	Relationship building
16.	45	Neglected/abused children
17.	42	Drugs used in therapy
18.	38	Drug problems in childrens' institutions
19.	36	The child welfare system
20.	60	Confrontation/crisis situations
21.	42	Role playing and psychodrama
22.	39	Working with children's families
23.	30	Child care work and the changing role of women
24.	39	Adolescent psychology
25.	44	Sexual problems in institutions
26.	27	Child advocacy movement
27.	58	Authority and discipline in child care settings
28.	46	Team concept
29.	44	Juvenile justice system in New York State
30.	6	Other (Write-ins)

evidenced by the facts that 50 percent of the workers now state that there are career ladders within their agencies and 27 percent belong to the Association of Child Care Workers, whose present goals include promoting professionalism in the child care field. Half of those workers in our sample belonging to the association have already become certified child care workers.

Training profile

An examination of project data collected in the areas of training background and interest in future training leads to the following conclusions. Seventy-seven percent of child care workers have had some training beyond their formal education. Most of this training has been in the form of agency in-service workshops. Less than half of the workers have had formal child care-related training either in external workshops or college courses (see Table 4).

A large percentage of respondents (85 percent) stated that there is some form of in-service training at their particular agency. A large number (89 percent) also expressed the feeling that there is a need for training in this area and 91 percent stated that they would personally be interested in additional training in child care-related topics. College accredited, rather than non-college, training is the preferred mode. Sixty-seven percent of respondents indicated that a mix of lecture and non-lecture sessions is the preferable training format.

Areas of specific training needs and interests were delineated by the interview and questionnaire data. Although training interests mentioned

Table 5

Interview Topics Common to at Least 3 out of 4 Respondent Categories

		Percent Responding			
		CCW	CLIN.	ADMIN.	OTHER EXPERTS
	Number of Respondents →	92	21	34	21
1.	Team approach	11%	33%	24%	14%
2.	Psychological and behavior development (normal and abnormal)	46%	52%	65%	38%
3.	Group dynamics and group utilization	16%	14%	32%	14%
4.	Knowledge of other roles and disciplines	3%	38%	21%	29%
5.	Self-awareness and communication of self	30%	12%	41%	29%
6.	Behavior management (discipline, authority, preventive intervention, physical restraint, structure, consistency)	31%	33%	29%	19%
7.	Diagnostics, developing and implementing treatment plan	9%	24%	12%	14%
8.	Family dynamics and working with family	12%	38%	12%	24%
9.	Staff burn-out and stress	11%	14%	3%	5%
10.	Modification of behavior types (aggressive, withdrawn, manipulative, etc.)	25%	0%	9%	0%
11.	Treatment techniques (active listening, effective parenting, milieu therapy, behavior modification, etc.	19%	39%	15%	29%
12.	Health education (first aid, medication use, etc.)	9%	24%	9%	14%
13.	Recreation, activity and program planning	13%	5%	21%	5%
14.	Drug education	11%	14%	3%	0%
15.	Juvenile justice system	7%	5%	6%	10%
16.	Separation, loss, placement	10%	10%	12%	14%
17.	Role definition of CCW (professional)	9%	24%	6%	10%
18.	Utilization of Community resources	8%	14%	6%	0%
19.	Sexuality/homosexuality	9%	14%	0%	5%
20.	Child abuse law	9%	0%	3%	0%

by respondents vary widely and cover a vast number of areas, several specific topics surfaced as common to a majority of workers.

The following, arranged in descending order, are training topics which were selected by at least 45 percent of all questionnaire respondents (see Table 4):

- behavior disorders (66 percent)
- confrontations/crisis situations (60 percent)
- authority and discipline in the child care setting (58 percent)
- group skills (52 percent)
- early loss, separation, and placement (50 percent)
- relationship building (48 percent)
- role and function of CCW (46 percent)
- team concept (46 percent)
- neglected/abused children (45 percent)

General interest in the above topics is also supported by the following training needs areas suggested in the interview process (topics are ranked in descending order).

*1. Psychological and Behavior Development (Normal and Abnormal)
2. Self-Awareness and Communication of Self
*3. Behavior Management (Discipline, Authority, Preventive Intervention, Physical Restraint, etc.)
4. Treatment Techniques (Active Listening, Parent Effectiveness, Milieu Therapy, Behavior Modification, etc.)

5. Family Dynamics and Working with Family

*6. Team Approach

*7. Group Dynamics and Group Utilization

*8. Separation, Loss and Placement

Starred topics denote those which also rated highly on the questionnaire.

The high ranking interview topic of dealing with families of children in placement received a 39 percent rating on the questionnaire. Additional topics which rated among the top eight in the interview situation, but not on the questionnaire, are self-awareness and treatment techniques. Neither of these topics was listed as a possible selection on the questionnaire. However both received write-in responses.

It is important to stress the interview process because there are several topics chosen by all categories of workers interviewed, which were not included in the questionnaire as possible selection. They are:

- knowledge of other roles and disciplines
- diagnostic skills, developing and implementing treatment plans
- staff burn-out and stress
- utilization of community resources

Correlations between training desires and job categories

A total of six cross tabulations were run (Appendix 3, Tables A-F) to ascertain whether desire for training and topics chosen varied with different types of child care workers. The following categories have been analyzed: job title, sex, race, age of children worked with, years of ex-

perience, and education level.

Overall, there are very few categorical differences. Desire for training is high for all categories, with all but one group having better than 90 percent of its members interested in further training. The lowest level is 88 percent for child care workers working with children 0-10 years of age. This is still a very high percentage.

Analysis of topics chosen shows the following differences (categorical differences statistically significant at the .05 level for chi square):

1. Job title - the topics "role playing and psychodrama" and "working with families of children" are rated high by child care supervisors (54 percent and 51 percent, respectively), but scored relatively low by child care worker ratings (39 percent and 36 percent).

2. Sex - the following topics are rated significantly higher by women than men (above the 50 percent mark by women and significantly lower by male respondents): "planning activities for children," "relationship building," and "neglected/abused children." The topic "child care worker and the changing role of women" is rated 45 percent by women and 17 percent by men. "The child care worker and the group" is rated 60 percent by women and 47 percent by male respondents.

3. Race - two topics are rated significantly higher by black child care workers than other racial categories: "minority group children" rated 59 percent by blacks and 21 percent by Caucasians, scoring 0 percent in other categories; "minority group families" is rated 47 percent by blacks, 21 percent by Caucasians, and 25 percent by the 4 respondents in the "other" category.

4. Age of children worked with - the topic "developmental aspects of children's play" is rated significantly higher by child care workers working with the age range 0-10 than by those working with adolescents. The following topics are rated significantly higher by child care workers working with adolescents: "the child care worker and the group," "the team concept," "the juvenile justice system in New York State."

5. Years of work experience - the following topics are rated

significantly higher by child care workers with 0-3 years experience: "recreation resources - all ages," "observing and recording behavior," "relationship building," "role playing and psychodrama for use with children." The topic "confrontation/crisis situations" scored relatively high (48 percent) by CCWs with over 3 years experience but significantly higher by workers with 0-3 years experience (63 percent), and even higher by workers with 0-1 year's experience (73 percent).

6. Education - there are no significant differences in topic selection between workers with no college degree and those with a 2-year degree or more.

Conclusions

The need for training

The implications of these findings are clear and definite. The most significant factor is the child care workers' desire for training. Since 91 percent of the respondents are interested in additional training, and since 89 percent see a need for a training program in the area, the desire for such training is obvious. However, these high percentages necessitate a stronger conclusion, that there is a need for a child care training program. Such a high degree of interest and desire on the part of these line workers can be viewed as a statement, by those closest to the situation, that an organized training program is needed in the region.

Also, this conclusion is supported indirectly by a phenomenon observed by project staff in the interviewing aspect of the study. No one, neither child care worker nor agency director, neither DSS worker nor family court judge, questioned the need for such training. Though there was no explicit interview question as to whether or not there should be training, it is significant that no respondent claimed that child care workers do not need or should not receive training.

As observed earlier, several findings point to the growing impetus toward professionalization within the field. Coupled with the expressed desire for training, this movement further supports the claim that child care worker training is needed.

Types of training

Sixty-three percent of those interested in training programs said that they prefer college-credit training. When that preference is viewed in terms of the number of workers represented in this report, it becomes evident that an established degree-bearing program is needed. Although such a program is beyond the scope of this project, the point should be pursued in the future.

The preferred structure for future training, as expressed by the workers, is a mixture of lecture and non-lecture formats. This preference accords well with both the style of workshops offered by the project in the past and with principles of adult education. Thus, it is anticipated that future training programs will utilize the experiential expertise of participants and the educational abilities of project staff through a variety of techniques.

Consensus on topics

Another significant finding of the study is the dramatic agreement, both among CCWs and between CCWs and others in the field, about several training topics. First, human development and behavior disorders are high priority areas when both questionnaire and interview responses are considered. Confrontation, discipline, and control is another prominent area (described in various ways in the interview findings). The team approach, group skills, and separation, loss and placement are also among those topics singled out in both interview and questionnaire findings.

Naturally, this agreement indicates certain directions for future training. It should be pointed out here, however, that there is a high correspondence between the areas of agreement found in the study and the training program already delivered by the project. Of the topics mentioned above, all but one (confrontation and discipline) were the subjects of complete training sessions, and the one exception was covered indirectly.

To be sure, there are other highly desired training topics not already treated in the program, e.g., self-awareness, working with families, neglected/abused children. Project staff believe that most, if not all, of these topics can be included in future training programs, especially in an advanced level seminar.

Special needs

Beside the generally agreed upon topics, attention should be paid to specific concerns. A high percentage of female workers desire training in the topic "the child care worker and the changing role of women." Also, there are several topics which seem more relevant to workers according to the age group with which they work. In addition, black workers rate minority group children and families as desired training topics in far greater numbers than do white workers.

The first two concerns involve special interests among the workers, and perhaps they could be included in a training program as an option. The training areas singled out by black workers require special attention. Because 87 percent of the workers responding are white, and because most, if

not all of them, deal with minority group children, it seems that some training time should be devoted to the subject. This would represent a conflict with others' perceived needs, however, since only 21 percent of white workers expressed such a desire. Briefly, the concerns of the black workers should be addressed, but the manner in which that will be done is, at this point, undetermined.

Summary

The Needs Assessment has provided the project with a demographic profile and the training needs of its target population, the child care worker in provider agencies in northeastern New York State. This information will be used in conjunction with past program evaluation results, informal feedback and staff expertise to develop future training.

The Needs Assessment will thus serve as a framework for program development in the project's efforts to assist the New York State Department of Social Services in developing competent and skilled child care workers able to deal realistically with the troubled children in care today.

Appendix 1

SUNYA SCHOOL OF SOCIAL WELFARE
Continuing Education Project

Child Care Training Project- - - - - - - Needs Assessment Questionnaire--CCW

In order to help us assess your training needs, please answer the following questions. Responses are anonymous.

---

1 - 2 ____ ____ Agency in which employed:_____

3 - 4 ____ ____ County you work in:_____

5 Job title (check one)
(1)____Child care worker
(2)____Supervisor (direct child care + supervising 1 or more CCWs)

6 Sex (check one)
(1)____Male
(2)____Female

7 Race (check one)
(1)____Caucasian
(2)____Black
(3)____Hispanic
(4)____Indian
(5)____Oriental
(6)____Other (Specify):_____

8 - 9 Age ____ ____

10 Education (check one)
(1)____Less than high school
(2)____High school graduate
(3)____Some college, not college graduate
(4)____2-year college graduate
(5)____4-year college graduate
(6)____Some graduate work - not master's degree
(7)____Master's degree
(8)____Some doctoral work or doctorate

11 - 12 ____ ____ Undergraduate Major (Specify):_____

13 - 14 ____ ____ Graduate major (Specify):_____

15 ____ Graduate degree (Specify):_____

16 Type of facility you work in (check one):
(1)____Residential treatment center
(2)____Group Home
(3)____Group Residence
(4)____Shelter
(5)____Diagnostic Reception
(6)____Day Treatment
(7)____Institution
(8)____Other (Specify):_____

17 Number of children you personally care for (check one)
(1)_____1 to 5
(2)_____6 to 10
(3)_____11 to 16
(4)_____over 16

18 Age range of children you personally care for (check one)
(1)_____under 5
(2)_____6 - 10
(3)_____10 - 15
(4)_____13 - 18
(5)_____Mixed ages from 6 - 18
(6)_____All ages

19 Primary reason children in your care are in your facility (check one)
(1)____Juvenile delinquent or person in need of supervision
(2)_____Shelter care - abuse/neglect, abandonment, death or illness of parents, etc.
(3)____Emotional problems
(4)____Mixtures of the above types
(5)_____Other (specify)_____

20 How many years have you worked as a child care worker (check one)
(1)_____0 - 1 year
(2)_____1 - 3 years
(3)_____3 - 7 years
(4)_____7 - 10 years
(5)_____over 10 years

21 How many years have you worked with the type, age range and number of children you are working with in your present position (check one)
(1)_____0 - 1 year
(2)_____1 - 3 years
(3)_____3 - 7 years
(4)_____7 - 10 years
(5)_____over 10 years

22 Do you work full time or part time (check one)
(1)____Full time
(2)_____Part time

23 - 24 _____ _____ Enter number of hours you work per week (to the nearest whole number - hours that you are paid for only)

25 What hours do you work on a duty day (check one)
(1)_____Day shift
(2)_____Night shift
(3)_____Mixture (day shift/night shift)
(4)_____Split-shift
(5)_____Live-in

26 Are you responsible for supervising child care workers (check one)
(1)_____Yes
(2)_____No

27 If "yes" to Question 26, number of people supervised (check one)
(1)_____1 - 4
(2)_____5 - 10
(3)_____more than 10

28 - 29 _____ _____If "yes" to Question 26 enter percent of work week spent actively supervising.

30 Is there a career ladder for child care workers in the agency where you work now? (check one)
(1)_____Yes
(2)_____No

31 Do you feel adequately paid for the job you are doing now? (check one)
(1)_____Yes
(2)_____No

32 What is your yearly salary? (check one)
(1)_____0 - $5,000
(2)_____$5,000 - $7,000
(3)_____$7,000 - $9,000
(4)_____$9,000 - $11,000
(5)_____$11,000 - $13,000
(6)_____$13,000 - $15,000
(7)_____$15,000 +

33 Are you a member of the Association of Child Care Workers? (check one)
(1)_____Yes
(2)_____No

34 If "yes to Question 33, have you been certified by the Association (check one)
(1)_____Yes
(2)_____No

35 - 39 Have you had training in child care or directly related areas after completing your formal education (check appropriate boxes)

(1)____ No
(2)____ College courses
(3)____ External workshops
(4)____ In-service workshops
(5)____ Other (specify)_____

40 Is there an inservice training program at your institution now? (check one)

(1)____ Yes
(2)____ No

41 Do you think there is a need for child care worker training programs in your geographic area? (check one)

(1)____ Yes
(2)____ No

42 Are you interested in receiving additional child care training? (check one)

(1)____ Yes
(2)____ No

43 If "yes" to Question 42, what type of training would you be most interested in (check one)

(1)____ College credit programs
(2)____ Non college credit programs

44 What method of instruction would you prefer (check one)

(1)____ Lecture
(2)____ Non-lecture workshop format (group discussion, panels, etc.)
(3)____ Mixture of lecture and workshop activities

45 - 74 Which of the following topics would you like to receive training in? Check as many as desired:

(1)____ Human Development (Child Devel. Stages)
(2)____ Behavior disorders of children
(3)____ Early loss, separation and placement of children
(4)____ Biological-health needs of children
(5)____ Minority group children
(6)____ Minority group families
(7)____ Cottage routines
(8)____ Planning activities for children
(9)____ Developmental aspects of children's play
(10)____ Recreation resources - all ages
(11)____ Observing and recording behavior
(12)____ The child care worker and the group - group skills

(13)____The child care worker and the child abuse law
(14)____The role and function of the child care worker
(15)____Relationship building
(16)____Neglected/abused children
(17)____Drugs used in therapy
(18)____Drug problems in children's institutions
(19)____The Child Welfare System [in NYS]
(20)____Confrontations/crisis situations
(21)____Role playing and psychodrama for use with children
(22)____Working with families of children in placement
(23)____Child care work and the changing role of women
(24)____Adolescent Psychology
(25)____Sexual problems in institutions
(26)____Child advocacy movement
(27)____Authority and discipline in child care settings
(28)____The team concept
(29)____The juvenile justice system in New York State
(30)____Other (specify)_____

_____

THANK YOU!

Appendix 2

INTERVIEW CONTENT

AGENCY _____

COUNTY _____

TYPE OF FACILITY _____

JOB TITLE _____

SEX _____

RACE _____

EDUCATIONAL BACKGROUND _____

NO. OF CHILDREN RESPONSIBLE FOR _____

AGE-RANGE OF CHILDREN _____

TYPE OF CHILD _____

NO. OF YEARS OF WORK EXPERIENCE _____

1. ROLE

2. GOALS

3. TRAINING NEEDS

Appendix 3

(Cross Tabulations - Tables A-F)

Table A

Interest in Training x Job Title

Job Title	Interest in Training
CCW	94% Interested in Further Training 6% Not Interested
Supervisory	94% Interested in Further Training 6% Not Interested

Interest in Topic x Job Title

% CCW RESPONDING YES	TOPIC	% SUPERVISORS RESPONDING YES
37	Human development	46
65	Behavior disorders	70
50	Early loss, separation and placement of children	49
24	Biological-health needs of children	25
24	Minority group children	25
24	Minority group families	22
17	Cottage Routines	22
45	Planning activities for children	41
29	Developmental aspects of children's play	33
43	Recreational resources	51
43	Observing and recording behavior	48
51	The child care worker and the group	57
42	The child care worker and the child abuse law	45
47	The role and function of the child care worker	42
49	Relationship building	44
46	Neglected/abused children	38
41	Drugs used in therapy	45
39	Drug problems in children's institutions	36
33	The child welfare system	46
60	Confrontation/crisis situations	59
39	Role playing and psychodrama for use with children	54
36	Working with families of children in placement	51
29	Child care work and the changing role of women	33
39	Adolescent psychology	39
43	Sexual problems in institutions	48
25	Child advocacy movement	36
59	Authority and discipline in child care settings	52
46	The team concept	46
43	The juvenile justice system in New York State	46
1.8	Other	0

Table B

Interest in Training x Sex

Sex	Interest in Training Yes	No
Male	93%	7%
Female	94%	6%

Interest in Topic x Sex

Topic	% Responding Sex Male	Female
Human Development	44	34
Behavior disorders of children	62	70
Early loss, separation and placement of children	45	56
Biological-health needs of children	21	28
Minority group children	25	24
Minority group families	21	26
Cottage routines	20	17
Planning activities for children	39	51
Developmental aspects of children's play	27	34
Recreational resources	40	49
Observing and recording behavior	40	49
The child care worker and the group	47	60
The child care worker and the child abuse law	45	41
The role and function of the child care worker	39	54
Relationship building	40	57
Neglected/abused children	38	53
Drugs used in therapy	39	45
Drug problems in children's institutions	39	38
The child welfare system in New York State	34	39
Confrontation/crisis situations	59	61
Role playing and psychodrama for use with children	43	41
Working with families of children in placement	38	41
Child care work and the changing role of women	17	45
Adolescent psychology	39	38
Sexual problems in institutions	46	43
Child advocacy movement	26	29
Authority and discipline in child care settings	56	59
The team concept	43	50
The juvenile justice system in New York State	44	43
Other	1.6	1.3

Table C

Interest in Training x Race

Race	Interest in Training Yes	No
Caucasian	95%	5%
Black	91%	9%
Hispanic*	100%	0%
Other*	75%	25%

*Note: There is only 1 Hispanic case and 4 "Other" cases.

Interest in Topic x Race

Topic	Race (Percent) Cau-casian	Black	His-panic	Other
Human development	38	44	0	50
Behavior disorders of children	67	65	100	50
Early loss, separation and placement	49	50	100	50
Biological-health needs of children	24	18	100	0
Minority group children	21	59	0	0
Minority group families	21	47	0	25
Cottage routines	20	9	0	0
Planning activities for children	36	42	100	25
Developmental aspects of children's play	31	27	0	25
Recreation resources	44	44	100	50
Observing and recording behavior	45	41	0	50
The child care worker and the group	55	38	100	0
The child care worker and the child abuse law	44	35	100	0
The role and function of the child care worker	46	47	100	25
Relationship building	48	44	100	0
Neglected/abused children	44	59	0	0
Drugs used in therapy	43	38	100	0
Drug problems in children's institutions	37	41	100	0
The child welfare system in New York State	38	27	100	0
Confrontation/crisis situations	62	44	100	25
Role playing and psychodrama for use with children	43	32	100	0
Working with families of children in placement	40	32	0	25
Child care work and the changing role of women	29	32	100	0
Adolescent psychology	41	27	0	0
Sexual problems in institutions	44	47	100	25
Child advocacy movement	28	18	0	25
Authority and discipline in child care settings	59	53	100	0
The team concept	47	47	0	0
The juvenile justice system in New York State	45	29	100	50
Other	1	6	0	0

Table D

Interest in Training x Education

Education	Interest in Training Yes	No
Less than 2-year College Degree	92%	8%
2-Year Degree or More	95%	5%

Interest in Topic x Education

	Education Less than 2-year Degree	2-year Degree or More
Human development	44	37
Behavior disorders of children	70	64
Early loss, separation and placement of children	50	49
Biological-health needs of children	28	22
Minority group children	24	25
Minority group families	22	24
Cottage routines	26	15
Planning activities for children	43	45
Developmental aspects of children's play	30	30
Recreation resources	38	47
Observing and recording behavior	47	42
The child care worker and the group	47	55
The child care worker and the child abuse law	47	41
The role and function of the child care worker	54	43
Relationship building	51	47
Neglected/abused children	51	42
Drugs used in therapy	44	41
Drug problems in children's institutions	45	35
The child welfare system in New York State	34	37
Confrontation/crisis situations	55	62
Role playing and psychodrama for use with children	39	43
Working with families of children in placement	40	39
Child care work and the changing role of women	26	32
Adolescent Psychology	41	38
Sexual problems in institutions	47	43
Child advocacy movement	20	30
Authority and discipline in child care settings	62	56
The team concept	47	46
The juvenile justice system in New York State	43	44
Other	1	2

Table E

Interest in Training x Age of Children Worked with

Age of Children	Interest in Training Yes	No
0-10 years	88	12
10+ years	96	4
Mixed	92	8

Interest in Topic x Age of Children Worked with

Topic	Age of Children Worked with 0-10 Years	10-18 Years	Mixed (6-18)
Human development	44%	38%	42%
Behavior disorders of children	71	65	71
Early loss, separation and placement of children	61	46	58
Biological-health needs of children	32	21	32
Minority group children	34	22	29
Minority group families	36	22	21
Cottage routines	15	21	8
Planning activities for children	54	42	50
Developmental aspects of children's play	48	25	34
Recreation resources	53	43	47
Observing and recording behavior	41	44	42
The child care worker and the group	41	58	40
The child care worker and the child abuse law	44	42	47
The role and function of the child care worker	41	48	42
Relationship building	48	49	45
Neglected/abused children	58	41	47
Drugs used in therapy	46	41	45
Drug problems in children's institutions	29	42	29
The child welfare system in New York State	32	36	42
Confrontation/crisis situations	56	63	47
Role playing and psychodrama for use with children	48	40	42
Working with families of children in placement	36	42	32
Child care work and the changing role of women	32	31	21
Adolescent psychology	29	43	32
Sexual problems in institutions	36	48	32
Child advocacy movement	31	25	34
Authority and discipline in child care settings	46	61	55
The team concept	39	53	29
The juvenile justice system in New York State	22	50	37
Other	2	1	3

Table F

Training Interest x Years Work Experience

Work Experience	Training Interest Yes	No
0 - 1 Year	96%	4%
1 - 3 Years	94%	6%
Over 3 Years	92%	8%

Interest in Topic x Years Work Experience

Topic	Years Work Experience 0-1	1-3	3+
Human development	36%	42%	38%
Behavior disorders of children	67	67	63
Early loss, separation and placement of children	56	52	43
Biological-health needs of children	24	25	23
Minority group children	22	30	21
Minority group families	17	27	24
Cottage routines	14	23	17
Planning activities for children	53	45	38
Developmental aspects of children's play	37	31	25
Recreation resources	52	51	34
Observing and recording behavior	51	61	34
The child care worker and the group	58	55	45
The child care worker and the child abuse law	38	45	44
The role and function of the child care worker	49	48	42
Relationship building	53	54	38
Neglected/abused children	46	47	41
Drugs used in therapy	39	45	41
Drug problems in children's institutions	35	39	40
The child welfare system in New York State	31	38	38
Confrontation/crisis situations	71	63	48
Role playing and psychodrama for use with children	45	49	33
Working with families of children in placement	38	39	41
Child care work and the changing role of women	35	35	22
Adolescent Psychology	47	38	34
Sexual problems in institutions	54	42	40
Child advocacy movement	33	25	26
Authority and discipline in child care settings	63	58	53
The team concept	46	49	45
The juvenile justice system in New York State	43	48	40
Other	3	0	2

Appendix 4

Comparison of Study with May 1976 Report of Child Care Workers Survey and Proposed Training Program by New York City Human Resources Administration

Since the Child Care Project used the Human Resources Administration study as a starting point and data gathered are basically the same, a brief comparison of study results is in order. The New York City study is based on a questionnaire survey of 2,500 child care workers within the New York City area. The study had a 58 percent return rate.

The following chart is a profile comparison of New York City child care workers and workers within the project jurisdiction.

SEX	M	F
Proj.	54%	48%
NYC	45%	52%

AGE	21-30 Yrs.
Proj.	75%
NYC	52%

EDUCATION	4 Yr. +
Proj.	60%
NYC	34%

TYPE FACILITY	Residential	Group Home	Other
Proj.	74%	19%	7%
NYC	23%	46%	31%

JOB TITLE	CCW	Sup. CCW
Proj.	79%	29%
NYC	60%	33%

EXPERIENCE	0-1 Yr.	1-3 Yrs.	3+ Yrs.
Proj.	25%	38%	37%
NYC	22%	28%	50%

SALARY	0-9,000	9-11,000	11,000+
Proj.	72%	11%	11%
NYC	58%	25%	13%

Regardless of demographic and job related differences, both groups desire additional training in the child care field. Eighty-nine percent of project jurisdiction workers and 90 percent of New York City workers responded "yes" to the question, "Is there a need for child care training?"

Both studies exhibit a significant similarity in preferred training courses. The topics dealing with behavior, groups and group counseling, human growth and development, and communication are rated highly in both studies.

The topic "parent effectiveness training" ranked sixth in importance in the New York City study but the corresponding project topic "working with children's families" scored 39 percent. This topic was often mentioned in the interview segment of the project study, however, ranking fifth in importance.

The topics "supervision" and "psychological testing" which rated high in the New York City study were not included as possible choices on the project questionnaire and were not mentioned by child care workers in interviews.

The topics "early loss, separation and placement" and "the team concept" scored among the top eight on the project questionnaire but were not mentioned in the New York City study results.

Significantly, the topics "child care" in the New York City study and "role and function of the child care worker" in the project study were very highly rated. The implication is that child care workers both in New York City and in the upstate New York project area are searching for role definition and clarification.